

# Using Student Achievement Data to Support Instructional Decision Making

Trainer of Trainers Module  
Montana Office of Public Instruction



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# Group Norms

Listening: SLANT  
Cell phone reminder  
Conversations  
Breaks



Bathroom location



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# Activity

- Think about an adjective that describes you that begins with the same letter your first name begins with
- Share with the group one at a time around the room



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# Using Student Achievement Data to Support Instructional Decision Making

## Provide supports that foster a data-driven culture within the school



- Designate a facilitator.
- Dedicate time for collaboration.
- Provide professional development.

The practice guide *Using Student Achievement Data to Support Instructional Decision Making* provides a framework for teachers and school and district leaders to learn to use data effectively and consistently. Teachers can use data to ask questions about student progress through a cycle of inquiry. They can also teach students to use their own data and to set learning goals. School and district leaders need to establish a vision for data use and provide supports to foster a data-driven culture. To assist schools, districts can maintain a high-quality districtwide data system.

## Establish a clear vision for schoolwide data use



- Establish a data team.
- Develop a written plan.
- Provide ongoing leadership.

## Make data part of teachers' ongoing cycle of instructional improvement



- Collect data about student learning.
- Interpret data and develop hypotheses.
- Modify instruction.

## SUPPORTS FOR DATA-DRIVEN CULTURE

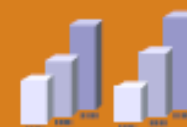
## VISION FOR DATA USE

## CYCLE OF INSTRUCTIONAL IMPROVEMENT

## STUDENT USE OF DATA

## DISTRICTWIDE DATA SYSTEM

## Teach students to examine their own data and set learning goals



- Explain expectations and assessment criteria.
- Provide feedback and tools to students.
- Use students' analyses to guide instructional changes.

## Develop and maintain a districtwide data system



- Articulate system requirements.
- Determine whether to build or buy the data system.
- Plan the implementation of the system.

**Topic:** *Using Student Achievement Data to Support Instructional Decision Making (DDDM)*

**Practice:** *Establish a clear vision for schoolwide data use. (Vision for Data Use)*

### PRACTICE SUMMARY

Title/Media Type	Description
<i>Establishing a Clear Vision for Schoolwide Data Use</i> Multimedia Overview 5:31 min	<ul style="list-style-type: none"> <li>A culture of data use in a school can ensure that data-based decisions are made frequently, consistently, and appropriately. This culture cannot develop, however, without a clear vision, developed among all staff, for schoolwide data use.</li> <li>A data team can clarify the school's vision for data use, model the use of data to make instructional decisions, and encourage and support other school staff to do the same.</li> <li>The schoolwide plan should clearly articulate how the school will use data to support school-level goals for improving student achievement. It reflects the concerns and needs uncovered through the data teams' discussions and other staff input.</li> <li>A crucial element to establishing a clear vision and using data effectively is having a common language around its use.</li> </ul>

### LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Collaborative Structures for Data Use</i> Expert Interview 5:44 min	Richard Halverson, Ph.D. University of Wisconsin- Madison	<ul style="list-style-type: none"> <li>Dr. Halverson describes how schools need to integrate a data plan within the school's overall school improvement plan. A data plan can provide intermittent goals and specific steps needed to reach goals.</li> <li>Schools should consider data at multiple levels, from state assessment data to classroom and student-level data.</li> <li>A data team can facilitate implementation of the plan, provide leadership to change the school's culture, and guide a coordinated approach to systematic data use to support instructional decision making.</li> </ul>

### SEE HOW IT WORKS

Title/Media Type	Who	Description	Sample Material
<i>Establishing a Common Understanding</i> Audio Interview	Alexandra Pardo Thurgood Marshall Academy High School	<ul style="list-style-type: none"> <li>A high school academic director talks about how the school defines key concepts that encompass the school's vision for data use including data, mastery, proficiency, and achievement</li> </ul>	No Sample Materials

# Media Overview: Transforming Teaching and Learning Through the Effective Use of Data



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*



# Key Concepts



- **Collect and prepare a variety of data about student learning**
- **Interpret data and develop hypotheses about how to improve student learning**
- **Modify instruction to test hypotheses and increase student learning**



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**LEARN:**



- ***View Expert Interview***  
– *Prepare, Inquire, Act*
- Elizabeth A. City, Ed.D.  
Harvard Graduate School of Education



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**LEARN: View Expert Interview**

- Dr. Elizabeth City
- *What do you see in the data?*



**Examining Data**  
**Developing Questions**  
**Noting Answers**  
**Asking New Questions**  
**Actionable Steps**



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# Generating questions

- Examine assessment data and explain how you would interpret the data.
- What questions arise from data analysis (e.g., why are students having difficulty writing constructed responses on the benchmark assessment?).
- Use the five “why” questions discussed in the interview video to develop an actionable response.
- Generate questions until you arrive at an actionable question.



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# Generate Hypothesis/Instructional Changes

- Generate hypotheses that might explain the data and possible instructional changes to address the hypotheses.



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# Testing Our Hypotheses

- What forms of data can you use to test your hypotheses?
- Which student assignments or assessments will you use and why?



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**SEE:** *Watch Supporting Use of Data During Teacher Collaboration Time video*



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**SEE:** Listen to *Intervening Early Using Data From Multiple Assessments*



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# Components of a Comprehensive Assessment System

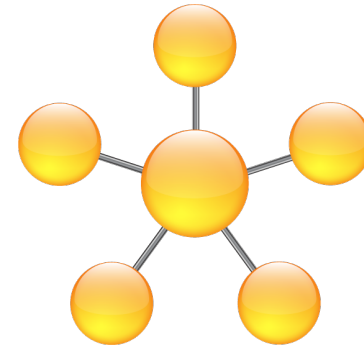
## **Components:**

- Outcome
- Screening
- Diagnostic
- Progress Monitoring
- Informal



# Assessment in the Montana Rtl Framework

- Examine the Montana Rtl Assessment framework



- Jigsaw Activity
  - Read your section of the document
  - Key Question: What are the key **characteristics** of each component within the framework?



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# Implement a Cycle of Improvement

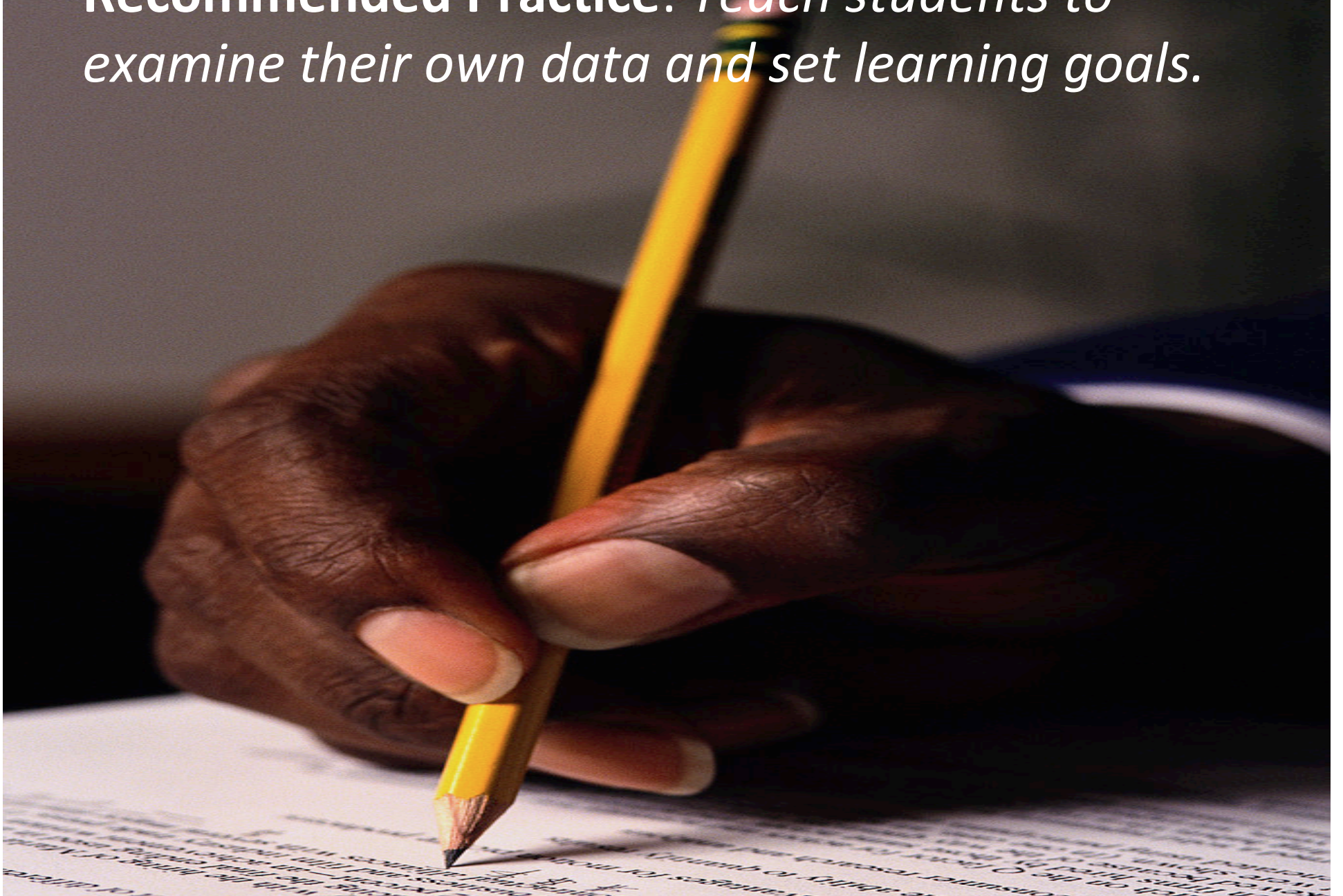
- **SELF-ASSESSMENT: CAN YOU COMPLETE THE CYCLE OF INSTRUCTIONAL IMPROVEMENT?**



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*



# Key Concepts



- **Explain expectations and assessment criteria**
- **Provide feedback to students that is timely, specific, well formatted, and constructive**
- **Provide tools that help students learn from feedback**
- **Use students' data to guide instructional changes**



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

- **Multimedia Overview: Teaching Students to Examine Their Own Data**



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# Video Discussion



**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

**LEARN: Expert Interview:** *Helping Students Gain Ownership Over Their Learning*



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# Small Group Discussion



- What kind of feedback can be provided to students?
- What kind of tools can support students' self-assessment?



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# Teacher Self Assessment

## Teacher Self-Assessment: Supporting Students' Use of Data



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

- **SEE: View Data Boards Help Students Set Learning Goals Part I**



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# Discussion

- How could this approach be implemented in your school, grade level to increase student motivation, and student use of data?



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

## **SEE: View Data Boards Help Students Set Learning Goals Part II**



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# Student Goal Setting Sheet

- Students can use this goal setting sheet on a regular basis to set goals and monitor progress
- Goal sheet should be modified to match the assessments used
- Works best with data from interim assessments



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

**SEE: View Video *Go Back and Reflect***



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# Student Use of Data Reflection

Based on our work together today, share three confirmations, new learning or goals to implement with your partner.



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**Recommended Practice:** *Establish a clear vision for schoolwide data use*





# Key Concepts



- **Establish a schoolwide data team that sets the tone for ongoing data use**
- **Define critical teaching and learning concepts**
- **Develop a written plan that articulates activities, roles, and responsibilities**
- **Provide ongoing data leadership**



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# **Recommended Practice:** *Establish a clear vision for schoolwide data*

- ***Expert Interview: Collaborative Structures for Data Use***



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# Small Group Discussion



What portions of establishing a clear vision are in place in your school?

# Recommended Practice: *Establish a clear vision for schoolwide data use*

- Listen to *Earning Trust* audio



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# Whole Group Discussion

1. Why is it important to have trust, not only between the principal and teachers but also among teachers for instructional decision-making?
2. Why must teachers be able to communicate openly and work harmoniously in order to accomplish the school's goals?
3. Why do teachers need to understand the reasons behind a principal's push for results?
4. What is the best way for the administrative team and other teachers to support a teacher whose students are struggling?
5. How might establishing a culture of trust at your school affect the use of data to support instructional decision-

# Recommended Practice: *Establish a clear vision for schoolwide data use*

- Watch ***Carrying Out the Vision*** video



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# Inside/Outside Circle



# Next Steps for our school...



Components of a Data-Driven Vision	Steps for Administration	Steps for Teachers	Steps for the Data Team	Schoolwide Actions	What is YOUR role?
<i>Culture of trust</i>					
<i>Consistent and comprehensive communication about how to meet the identified needs of the students</i>					
<i>Collaboration time</i>					
<i>Data coach</i>					
<i>Professional development focused on data use</i>					



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**Recommended Practice:** *Provide support that foster a data driven culture within the school*



# Key Concepts



- **Designate a school-based facilitator who meets and collaborates with teacher teams in discussing data and solving problems**
- **Dedicate structured time for staff collaboration**
- **Provide targeted professional development regularly**



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Recommendation: Provide supports that foster data-driven culture within the school

***Multi media overview: Fostering a Data-Driven Culture Within a School***



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# Providing support for teachers

- Review *Providing Support for Teacher Leaders*

Jennifer Henderson

- Jigsaw-Activity



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Recommendation: Provide supports that foster data-driven culture within the school

***View: Supporting a Culture of Data Use***



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What supports are provided?	What additional supports are needed?	How can supports be modified and improved?



Recommendation: Provide supports that foster data-driven culture within the school

***View Audio: Visualizing Data  
in the Progress Pad***



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# Comprehensive Planning Tool

Time to think  
about our  
future work...



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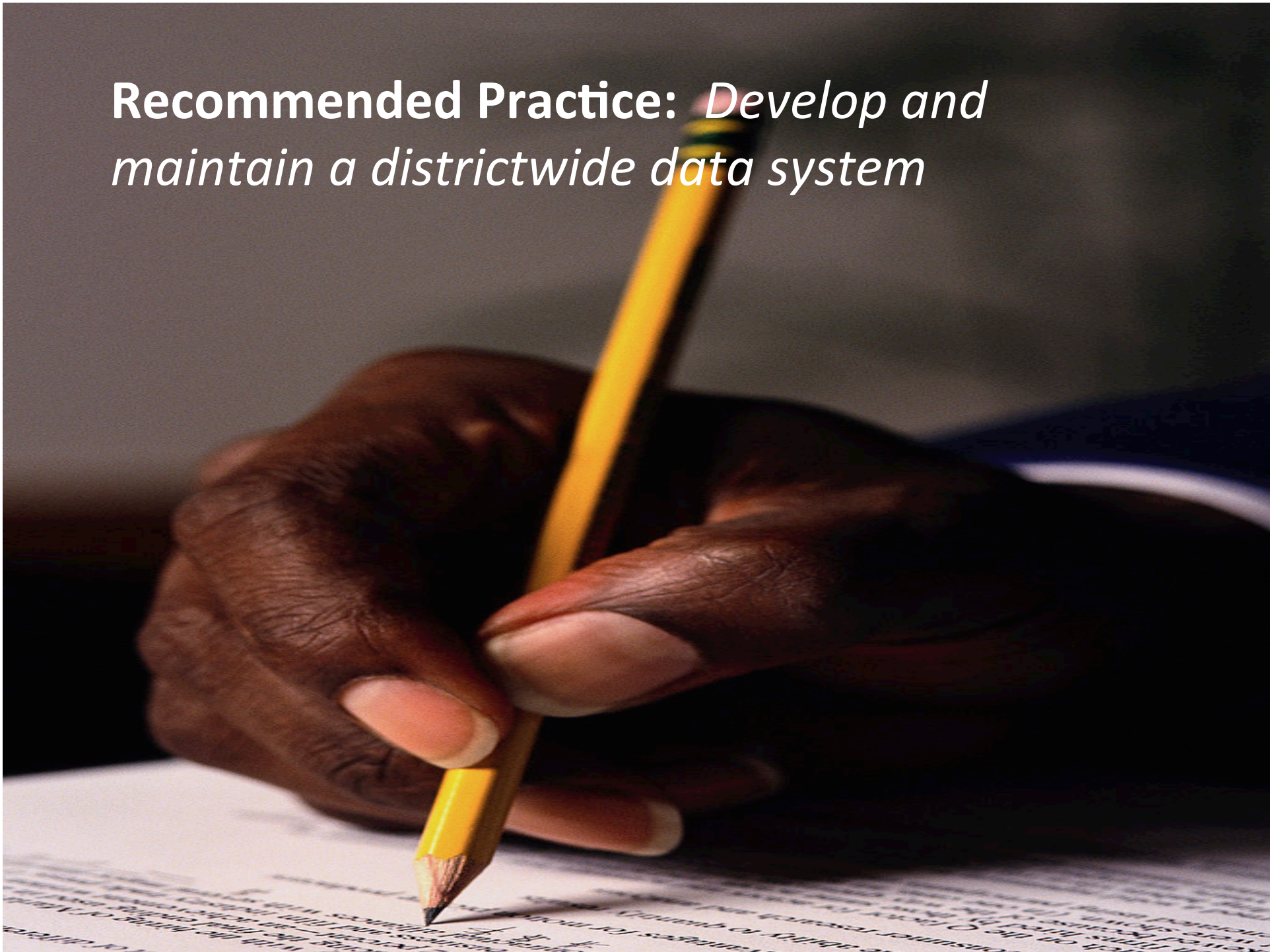
# Examining Professional Development Needs

- **PROFESSIONAL DEVELOPMENT ASSESSMENT TOOL**



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**Recommended Practice:** *Develop and maintain a districtwide data system*



# Key Concepts



- **Involve a variety of stakeholders in selecting a data system**
- **Clearly articulate system requirements relative to user needs.**
- **Determine whether to build or buy the data system.**
- **Plan and stage the implementation of the data system.**



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# **Recommended Practice:** *Develop and maintain a districtwide data system*

- **View Multimedia Overview:** *Developing and Maintaining a Districtwide Data System*



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# **Recommended Practice: *Develop and maintain a districtwide data system***

- **View Expert Interview: *What Makes a High-Quality Districtwide Data System?***



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# Thinking about your data system

- **Districtwide Data System Implementation and Staging Questions**



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# **Recommended Practice: *Develop and maintain a districtwide data system***

**Audio: *District Supports for Data Use***



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# Using an Existing Data System

## Data Collection Planner



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# Resources

- Doing What Works: <http://dww.ed.gov/>
  - [http://dww.ed.gov/do/?T\\_ID=30&P\\_ID=79&t=2#tc](http://dww.ed.gov/do/?T_ID=30&P_ID=79&t=2#tc)
- Montana Office of Public Instruction
  - [http://opi.mt.gov/pub/RTI/EssentialComponents/A\\_P/Reading/RTITools/ASSESSMENTS%20IN%20THE%20RTI%20FRAMEWORK.pdf](http://opi.mt.gov/pub/RTI/EssentialComponents/A_P/Reading/RTITools/ASSESSMENTS%20IN%20THE%20RTI%20FRAMEWORK.pdf)
  - <http://opi.mt.gov/pub/RTI/EssentialComponents/DBD/Present/Databased%20Decision%20Making%20and%20Problem%20Solving.pdf>

